**K-5 Math Lesson Plan**

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| **Teacher:**  **Monica Ryan**  **Tashia Dorsey**  **Sedalia Elementary** | | | **Grade:**  **2** | | | **Date(s)**:  **Day 4 of Task 4** |
| **Unit Title:**  Unit 1: Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:**  Fill in the chart to show your findings to the PTA treasurer. Your chart should include how much was in inventory, how much needs to be bought, and how you determined this for each item. | | |
| **Essential Question(s):**  How do patterns help me skip count? How do I compose numbers up to 1000? How do you know the value of a number? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * Overhead * Symbols * Common Core Clinics Book * Base-ten Blocks | | **Student:**   * Pencil * Math Journal * Worksheets 32-33 * Base-ten Blocks | | | Place Value  Hundreds  Tens  Ones  Skip Counting  Counting On | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2.NBT.1:** *Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones.*  **2.NBT.3:** *Read and write numbers to 1,000, using bade-ten numerals, number names, and expanded form.*  **2.NBT.4:** *Compare two three-digit numbers based on meanings of the hundreds, tens, and one digits, using >,=, and < symbols to record the results of comparisons.*  2.NBT.2: *Count within a 1000; skip count by 5’s, 10’s, 100’s.* | | | | | |
| **I Can Statement(s):**   * I can tell what the symbols mean. * I can use the < or > when telling which number is larger or smaller. * I can use the = sign to show that the two numbers have the same value. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Tell students when you compare three digit numbers you compare the hundreds digit first, then the tens and last ones. Using the overhead and base-ten blocks we will show the representation of the numbers 231 and 218. The teacher will ask students to help her compare these numbers in two ways. First, students will use the words greater than, less than, or equal to in order to compare, using the index card symbols random students will compare to the board to show one way (greater than) and another to show the opposite (less than). We will repeat this strategy with two other sets of numbers (225 and 225; 214 and 241). Once students have a better understanding of how to compare two numbers the teacher will access this website and have students call out the answers for five questions. <http://www.brainpopjr.com/math/numbersense/comparingnumbers/easyquiz/> | | | | | |
| **Teacher Directed:**  Teacher will tell students we will compare two three digit numbers only using the symbols <, >, or =. Students will use a place value chart to help them compare these numbers (page 30 make overhead copy). Problem 1 (5882 and 587) Step One – compare the hundreds; both numbers have 5 hundreds. Step 2 – compare the tens; both numbers have 8 tens. Step 3 – compare the ones; 2 ones is less than 7 ones. Step 4 – choose the symbol <, >, =. Answer < = less than; 582 < 587. | | | | | |
| **Guided Practice:**  Teacher will tell students we are going to compare numbers using a place value chart to tell whether the numbers are <, >, =. Teacher will write the numbers 399 and 409 in the place value chart. Students will copy on their own sheet. First, the teacher will ask what place value do we compare first (hundreds) 399 has 3 hundreds, then ask how many hundreds does the number 409 have? 4 hundreds. 3 hundreds is \_\_\_\_\_\_\_\_\_\_\_\_\_ than 4 hundreds. Then you will ask students if they need to compare the tens and do they need to compare the ones. 399 is \_\_\_\_\_\_\_\_\_\_\_\_ than 409. Students will then choose the symbol <, >, = to represent which number is less than. Students will use the symbol in the circle to show that 399 is less than 409. | | | | | |
| **Independent Practice:**  Students will pictures of flats, tens frames and ones along with the number in order to compare two sets of numbers. Students will have three problems this way in which they will only use the symbol. Then students will have just two problems without pictures in which they will have to compare the numbers using symbols. Using a chart labeled hundreds, tens and ones students will have the numbers in the corresponding boxes in order to compare starting with hundreds place value, they will use the symbol to compare. The last questions, students will have to compare the numbers 185 and 215 using the symbols and then complete the two word problems underneath using the same data. If students have difficulty problem solving where no pictures are provided, they will have access to their base-ten blocks.  Common Core Clinics pages 32-33. | | | | | |
| **Closing/Summarizing Strategy:**  Once all students have completed their independent practice we will return to the website (below) and have students interactively participate in the hard quiz comparing 2 three digit numbers.  <http://www.brainpopjr.com/math/numbersense/comparingnumbers/hardquiz/>  \*\*If time allows, students could take their own individual paper hard quiz from the same website instead of completing as a class. \*\* | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| |  | | --- | | * Create your own chart to show findings to the PTA treasurer. * Come up with your own way to show your findings. | | | | |  | | --- | | * Use pre-labeled chart to show findings (may not include all items depending on previous intervention strategies). | | | | |  | | --- | | * Use a pre-labeled chart to show findings. * Depending on their level of proficiency, you may need to limit the number of items they have to fill in. | |
| **Assessment(s):**  Use students’ journals as another informal assessment for understanding. Students will be given a small random hundreds board up to a thousand in which they will color skip counting by 5’s to be cut out and glued in journal. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |